**EDLD 5370 Reading and Field-Based Experience Reflection**

**Technology Facilitator Standard 5**

**Technology Facilitator Standard 5: Productivity and Professional Practice**

*Standard 5 emphasizes the educator’s need for modern technologies in professional practice and to enhance professional learning. Helping others use technology to enhance productivity and professional practice is a role that technology facilitators must assume.*

**Reflection on Reading and Field-Based Experiences**

**Self-Assessment**

This standard focuses on using technology to not only “automate what people do, but also empower teachers in their own learning” (Ketelhut, Mccloskey, Dede, Breit & Whitehouse, 2006, p. 51). I chose several activities to meet this standard and its performance indicators. The first activity I designed was a half day professional development seminar for the Early Childhood, Pre-K, Kindergarten, and First Grade teachers at my school. Reflecting back on this activity, my research revealed there are more websites and activities for these grade-levels (new information) than I had previously realized (old information), but I had to actually play the games and work through the activities to determine the level of abilities targeted and the ways they might support student learning. I conducted the seminar in our elementary computer lab so that we each could be at a computer. I participated and learned alongside my colleagues in this exploration of websites and the completion of online *techtorials.* This activity aligned with the Performance Indicators *TF-V.A (Use technology resources to engage in ongoing professional development and lifelong learning), and TF-V.B (Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning).*

**Learn as a Learner**

I approached implementing this standard through the development of activities that were visual, hands-on, and participatory in nature as that is the type of learner that I am. “Models of professional development that are generative, meaningful, collaborative, and participant-centered are also best suited to supporting change-a frequent companion to most technology-related initiatives” (Fullan, 2001, p. 63). At the end of the half day seminar, many of my colleagues were already coming up with ideas on how they could integrate some of the sites and whiteboard activities into their curriculum. This led me to believe that I had successfully implemented this standard and perhaps created excitement for the coming year’s efforts to improve student learning. We also discussed trying to use our wiki throughout the school year to keep each other informed of good sites and their uses.

**Lifelong Learning Skills**

As I researched sites and interacted with them, I learned that not all sites are worthy of curriculum integration, but rather merely could be used as games for student rewards or incentives. This research was time-consuming and led me to ask a colleague from another school to pass on her favorite sites. She introduced me to a blog that was created by a technology curriculum specialist. This blog listed and categorized by subjects and grade levels many different activities and games that could be integrated into our curriculum. This was an excellent source and a great time saver for me, which addressed the Performance Indicator *TF-V.C (Apply technology to increase productivity).*  I passed this blog site on to my colleagues and to parents for their children to access at home, thus meeting the Performance Indicator *TF-V.D (Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning).* Reflecting back on the reading, I agree that “Students also benefit indirectly when educators use technology to enhance their own productivity and professional practice” (Wiilliamson & Redish, 2009, p. 101). I will continue to access this blog site as she updates it regularly and is an excellent source for Pre-K-2nd grade teachers. The lifelong learner in me will continue to research other sites and continue to share with my colleagues through the use of our wiki in order to use technology to increase our productivity and to impact student learning.

References

Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey-Bass.

Ketelhut, D. McCloskey, E., Dede. C., Breit, L., & Whitehouse, P. (2006). Core tensions in the evolution of online teacher professional development. In C. Dede, (Ed.), *Online professional development for teachers.* Cambridge, MA: Harvard University Press.

Williamson, J. & Redish, T. (2009). *ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do.* Eugene, OR: International Society for Technology in Education.